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ABSTRACT

The Stanford Program on International and Cross-Cultural Education (SPICE) represents a long-term effort by Stanford University to improve international and cross-cultural education in elementary and secondary schools. This volume of the elementary literature series focuses on the primary grades; utilizes primary source literature from Japan; features thematic and whole language approaches to literature; and presents fine children's literature and culturally authentic portraits. This volume explores the value of cooperation taught in the Japanese educational system, using the children's book "Oyoge Ooki na Koinobori" ("Fly, Big Carp Streamer"). The volume consists of three lessons, each listing educational objectives, materials needed, and suggestions for teaching ideas and activities. (BT)

Cooperation in Japan. Elementary Literature Series, Part I.
Grades Kindergarten-Third.

Mukai, Gary

SO 032 285

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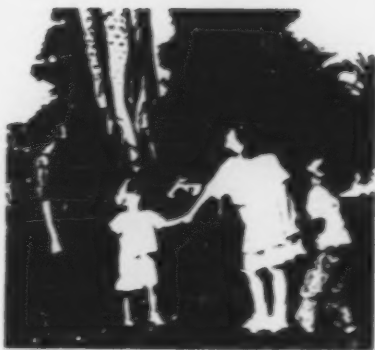
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COOPERATION IN JAPAN

Elementary Literature Series
Part 1



SP

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and Cross-Cultural Education

STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION

SPICE

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Background

The Stanford Program on International and Cross-Cultural Education (SPICE) represents a long-term effort by Stanford University to improve international and cross-cultural education in elementary and secondary schools. The program traces its origins to 1973 with the initiation of the Bay Area China Education Project, an effort to upgrade teaching about the People's Republic of China. Subsequently, parallel projects on Japan, Africa, Latin America, Western Europe, and the Soviet Union and Eastern Europe were established, and together with the China Project, became the nucleus of SPICE. SPICE also offers services in the fields of geography and foreign language.

In 1979, SPICE joined with two other international resource organizations—The World Affairs Council of Northern California and Global Educators—to form the Bay Area Global Education Program (BAGEP), an international studies resource consortium serving K-12 schools and districts in the San Francisco area. In 1986, Stanford University, in cooperation with the World Affairs Council and Global Educators, was selected to manage the California International Studies Project (CISP), a legislatively-based (AB 2543) statewide network of international resource centers for which BAGEP serves as a model. SPICE is the curriculum development and materials resource arm of CISP.

Sponsorship

SPICE is sponsored by the Institute for International Studies and the School of Education at Stanford University.

Sources of Support

SPICE receives support from federal sources, private foundations, and the Institute for International Studies.

Current Programs and Priorities

SPICE's current curricular priority is the development of lessons which enhance the study of world history, cultures and geography. In the area of staff development, SPICE's priority is to provide support for the programs of the CISP Resource Centers. SPICE also has ongoing staff development efforts through each of its individual projects, and is centrally involved in a yearly summer institute on the Stanford campus in conjunction with BAGEP.

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SPICE offers over 60 titles which include curriculum units, resource guides, and research reports. Write to SPICE for a free catalogue.

ELEMENTARY LITERATURE SERIES: PART I

Cooperation in Japan

Grades Kindergarten-Third

Developed by Gary Mukai

The Japan Project

Stanford Program on International and Cross-Cultural Education (SPICE)

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ELEMENTARY LITERATURE SERIES, SPICE

The features of the Elementary Literature Series, published by SPICE, are:

- (1) it has a primary [K-3] focus
- (2) it utilizes primary source literature from various world regions and countries
- (3) it focuses on thematic and whole language approaches to literature.

The goals of the Elementary Literature Series are:

- (1) to provide interdisciplinary materials for K-3 teachers
- (2) to present fine children's literature
- (3) to acquaint children with a variety of genres of literature
- (4) to convey common cross-cultural themes
- (5) to address and highlight the demographic diversity of schools and classrooms
- (6) to present culturally authentic portraits.

The selected books focus on these themes:

- (1) stories maintain/convey customs and traditions
- (2) stories help to explain the natural world around us
- (3) stories have been transmitted in many ways across time and place.

These features, goals, and themes of the Elementary Literature Series are all listed and supported by the *California State English-Language Arts Framework* (California State Department of Education, 1987).

This Series also supports the cultural literacy strand of the *California State History-Social Science Framework* (California State Department of Education, 1988), and, in particular, will help students (a) recognize the relationships among the various parts of a nation's cultural life; (b) learn about the mythology, legends, values, and beliefs of a people; (c) recognize that literature reflects the inner life of a people; and (d) develop a multicultural perspective that respects the dignity and worth of all people.

Lastly, this Series was designed to give primary school students foreign language experiences with the hope that the study of foreign languages will benefit the United States and its students in the following ways: (a) prepare students to compete and cooperate in the international arena [economic benefits]; (b) promote multicultural understanding [civic and cultural benefits]; and (c) build intellectual achievement [intellectual benefits]. These benefits are listed in the *Foreign Language Framework* (California State Department of Education, 1989).

TABLE OF CONTENTS

Acknowledgments	i
Elementary Literature Series, SPICE.....	ii
Table of Contents	iii
 Introduction: Cooperation in Japan	
Introduction	1
Objectives of the Unit.....	1
Materials	1
 Lesson One: The Story	
Lesson Plan	3
Follow-up Activities	10
 Lesson Two: The Making of a Class Carp Streamer	
Lesson Plan	12
Follow-up Activities	13
 Lesson Three: School Sports Festivals	
Lesson Plan	14
Follow-up Activities	17
 Appendices	
Carp Body Outline	19
Eye Pattern	21
Fins.....	22
Scales.....	23
Individual Carp Streamer.....	24
Japanese Pronunciation Guide	26

INTRODUCTION

Cooperation in Japan

INTRODUCTION

Cooperation is a value taught and structured in the Japanese educational system and is a theme emphasized in many Japanese children's books. *Oyoge Ooki na Koinobori* (Fly, Big Carp Streamer) is one such book. The book not only teaches children about the importance of cooperation, but also illustrates the Japanese tradition of flying carp streamers on Children's Day, May 5th. In Lesson One, students will listen to the story in Japanese while viewing slides of the book. In Lesson Two, students will cooperatively make a class carp streamer for display in their school or classroom. In Lesson Three, students will look at several slides taken of a Japanese school's annual sports festival, and they will be asked to comment on the importance of cooperation during such sports festivals.

OBJECTIVES

Attitude

- to learn to value the importance of cooperation
- to appreciate the sound of the Japanese language
- to begin to understand the coexistence of modern technology and tradition in Japanese society

Knowledge

- to learn about the Japanese tradition of flying carp streamers
- to learn about sports festivals in Japanese schools
- to learn about the symbolism of the carp streamer

Skill

- to improve listening comprehension and oral language development
- to improve inference skills
- to develop artistic skills
- to practice writing skills
- to practice working in small groups

MATERIALS

- slide of carp streamers, slide #1
- slides for *Oyoge Ooki na Koinobori*, slides #2-18

- sports festival slides #19-32
- slide projector
- screen
- butcher paper
- markers, crayons, scissors, glue
- overhead projector
- carp body outlines
- overhead transparencies of carp body outlines
- copies of carp streamer eyes, fins, scales, individual carp streamers
- audiotape of *Oyoge Ooki na Koinobori*
- audiotape player
- pole for the carp streamers (optional)
- string (optional)

LESSON ONE

The Story

Note: Before beginning this lesson, set up the slide projector, slides #1-18, and the screen. Also set up the audiotape and audiotape player.

PROCEDURES

1. Begin this lesson by telling students that they will be listening to a story from Japan. Show students where Japan is located on a globe or world map. The name of the story is *Oyoge Ooki na Koinobori*. The title is pronounced on the audiotape. Students will be asked to try and infer what is happening in the story by observing slides taken of the book.
2. As a pre-reading activity, show **SLIDE #1** and elicit responses to this slide. Ask students to describe what they see in this slide. Record their responses on butcher paper. This is done as an assessment of students' prior knowledge of carp streamers.
3. Show each slide and play the audiotape until you hear a beep. There will be a beep after each page is read in Japanese. Stop the audiotape after each beep in order to allow time for students to infer verbally what they think is happening in the slide. A translation of each page in English follows each beep. A complete reading of the story in Japanese is also included on the audiotape. The following are suggested questions to ask students, a translation of each page of the book, and notes to the teacher (see hand with pencil graphic ). Some of the questions are more elementary than others and teachers should use their discretion in determining which ones to ask. The questions should be used as a means of drawing students' attention to the important elements of the story and evaluating students' understanding and knowledge during the story. Teachers are also encouraged to emphasize questions that help students link the story to their own lives.

SLIDE #2

Suggested questions:

- What do you think this object is?
- What colors do you see in the picture?
- What do you think the people are doing?

Translation:

The title of the book is *Oyoge Ooki na Koinobori* (Fly, Big Carp Streamer). The author is Hideo Yoshiga and the illustrator is Hideyuki Tanaka. (The teacher should point out that names in Japan are written with the last name first, so John Smith would be written Smith John.)

 Notes to the teacher:

Koinobori are carp streamers which are hoisted on a pole for Children's Day. Children's Day is celebrated on May 5 to honor children. Ceremonies and parties are observed in which children are wished happiness and prosperity. A set of huge decorative carp streamers consisting of a black male carp representing the father, a red female carp representing the mother, and other carp representing the boy(s) in the family are flown from a long pole in the yard, with the hope that the boys of the family will grow up to be courageous, strong, and steadfast like the carp. Flying of the carp streamers began in the early 18th century, and is still a very popular custom today. Children's Day was originally called Boys' Day. Girls' Day is celebrated on March 3. Reference to Girls' Day is made in slide #4.

SLIDE #3

Suggested questions:

- Who do you think the people are?
- What do you think they are doing?
- What season do you think it is?

Translation:

Carp streamers are treasures to Taku. When Taku was born, his father bought one for him.

 Notes to the teacher:

The object at the top of the pole is a wheel called *yaguruma* (literally, arrow wheel) which spins in the wind like a pinwheel. Upon close inspection, students will probably be able to see the arrow shapes on the wheel. The colorful streamer above the carp is called *fukinagashi* (*fuki* means blow and *nagashi* means flowing) and probably has its origin in the belief that it offers protection of crops like rice from evil spirits. Objects similar to *fukinagashi* were also flown at temporary camps set up for very high-ranking feudal lords during the feudal period of Japanese history.

SLIDE #4

Suggested questions:

- Who do you think the people in the slide are?
- What kinds of signs do you see? (Point out the Japanese character signs and also AKINUMA, which is written in Roman letters.)
- What kinds of objects do you see in the windows?
- What kind of shop do you think this is?

Translation:

In the town where Taku lives, there are many shops which make carp streamers. Everyday, while staring at the beautiful streamers, Taku began to want to make one himself.

 Notes to the teacher:

The long, red banners say "Gogatsu Ningyoo Koinobori" (May Dolls and Carp Streamers). The short, red banners say "Gogatsu Ningyoo" (May Dolls). The vertical brown signs say (from left to right), "Hina Ningyoo" (Girls' Day Dolls), "Gogatsu Ningyoo" (May Dolls), and "Dentoo Koogeihin" (traditional industrial products). The horizontal brown sign says "Seizoo Tonya" (manufacturing wholesale store). The shop in this slide is selling folk hero, feudal lord, and samurai dolls (representing both fictional and real warriors), miniature warrior helmets, warrior fans, warrior horses, and carp streamers. Many households display warrior artifacts on Children's Day with the hope that the boys in the family will grow up to be strong like the samurai. On March 3, Girls' Day dolls dressed in ancient costumes are displayed on a doll-stand, a tier of shelves covered with a bright red cloth, to celebrate the girls' growth and health. These dolls represent the Emperor and Empress, their noble court ladies, and ministers.

SLIDE #5**Suggested questions:**

- What kind of shop do you think this is?
- What kinds of materials is the man using to make the carp streamers?
- Why are the man and boy not wearing shoes?

Translation:

One day, Taku went into the shop for a look, and found an older man diligently making a carp streamer. When Taku asked, "How do you make carp streamers?", the older man told him, "You paint on a white cloth. The black eyeball is the very last thing you paint."

 Notes to the teacher:

You may want to point out that both the older man and Taku both have their shoes off. There is a custom in Japan of removing one's shoes before entering a home, school building, hospital, or certain shops like this one.

SLIDE #6**Suggested questions:**

- What do you think the older man is saying?
- What imaginary creature do you see in this slide?
- What kind of expression does Taku have?

Translation:

Taku asked, "What kind of fish is the carp?" The older man replied, "Carp are a strong fish which can swim upstream and climb up waterfalls, and legend has it that carp turn into dragons and fly up into the sky. That's why, in order for children to grow up strong, carp streamers are flown on Children's Day. Taku said, "I would also like to make a carp streamer." The older man replied, "Well, shall I teach you how?"

**Notes to the teacher:**

The legend of the carp turning into a dragon comes from China. The characters on the older man's shirt say "*Koinobori no sato*" (carp streamer village).

SLIDE #7**Suggested questions:**

- Who do you think made this carp streamer?
- What do you think was used to make the carp streamer?
- What kinds of expressions do the people in the slide have?
- How do you think Taku feels about his accomplishment?
- Do these Japanese homes look like homes in the United States?
- How do the clothes of these people compare to clothes you wear?

Translation:

It took days to complete the carp streamer. Taku was overjoyed. Taku showed it to his friends, the older man, his father, and his mother. Someone asked, "Did you make it yourself?" Taku answered, "Oh, yes. And next time, I want to make an even bigger carp streamer." The older man said, "Alright, I'll help too." And then they all put their heads together to talk about how to put together a 100 meter, jumbo carp streamer. Soon, the news spread throughout the entire town.

**Notes to the teacher:**

The older man is wearing a happi coat, which is usually worn during festivals. His happi coat has the name of his carp streamer-making shop on it. Note that other people in the slide are wearing western clothing. No one in the picture is wearing a kimono. Kimonos are usually worn on special occasions like weddings, funerals, and holidays like New Year's. Point out how modern the homes look in the picture. There are some homes in Japan, especially in the country, that are very old and are made primarily of wood. Some of the floors in these old homes have earthen floors and roofs made of rice straw.

SLIDE #8**Suggested questions:**

- What are the people doing in this slide?
- What do you think the older man is doing?
- Do you notice any arguments?
- What one word best describes people working together in harmony?
- What might happen if people were really careless in this activity?

Translation:

In order to make the carp streamer, everyone gathered in the town gymnasium. A large cloth was spread out, and after many people got on the cloth, the older man started to explain in a loud voice how to paint the carp.

**Notes to the teacher:**

Point out the importance of cooperation in this activity. Ask students if they have

ever participated in a group activity where cooperation was very important. You may want to list some of these on butcher paper or the chalkboard. Point out again how none of the people are wearing shoes. Slippers can be seen in the slide. Note the various ages of people in the slide. The character on the back of the older man's shirt says "kot" (carp).

SLIDE #9

Suggested questions:

- What is going on in these pictures?
- How is the woman in the slide carrying her baby?
- Are children cooperating with adults?
- How are the people cooperating in these pictures?

Translation:

In the gymnasium, both adults and children came together and began to make the carp streamer. Taku's father used a string compass to mark the outline of the eye. Taku and his mother painted the scales of the carp streamer together.



Notes to the teacher:

Many women in Japan carry their babies on their backs as the woman in the slide is doing. Many women work in this manner also. Again, stress the various ways people are cooperating in the various pictures of the slide.

SLIDE #10

Suggested questions:

- What do you think the children are doing in this slide?
- How do you think Taku feels?
- What part of the carp streamer are these children surrounding?
- How many students are there in the circle?

Translation:

Here is the huge, huge carp streamer, finished at last! Taku exclaimed, "Wow, how amazing. It takes thirty of us in a circle to surround the eye. This carp streamer weighs ten times more than my father."



Notes to the teacher:

You may want to have your class form one large circle to illustrate approximately how big this carp's eye actually was.

SLIDE #11

Suggested questions:

- Whom do you think drew these pictures?
- Can you describe what is in each of the pictures?
- What do you think the pictures are trying to illustrate?

Translation:

People wondered how on earth they could fly such a large carp streamer in the sky. The children of the town, too, thought very hard about this.

 Notes to the teacher:

Elicit other responses from students about ways they would attempt to fly such a large carp streamer. Have students ever flown kites before? If so, what types of kites? Did they fly kites with other people observing or helping? Have students describe their experiences. The train in the slide is the *Shinkansen* or Bullet Train, which is the fastest train in Japan. The tower in the slide is Tokyo Tower and the mountain is probably Mount Fuji, the most famous mountain in Japan.

SLIDE #12

Suggested questions:

- What happened to the carp streamer?
- What expressions do you see on people's faces?
- How do you think Taku feels?

Translation:

It was decided to use a long pole to raise the carp streamer at the town's athletic field. "Raise it higher." "Here we go. We're going to pull." Snap....rip!! The pole broke, and the carp streamer ripped. It almost broke Taku's heart.

 Notes to the teacher:

The headbands around two of the men's heads are called *hachimaki*. Many Japanese wear the headbands to help them concentrate their energy or to apply themselves to a difficult task like a school or entrance examination. *Hachimaki* are also used to absorb sweat (e.g., construction workers wear them).

SLIDE #13

Suggested questions:

- What do you think these people are doing?
- What kind of place do you think this is?

Translation:

The older man was troubled, so he brought the carp streamer to university professors to consult with them about how to fly it. Taku went too. The professors used a small carp in a wind tunnel to experiment. With the roaring wind, the carp streamer's body inflated. They found that if a slightly stronger thread were used, a 100-meter long carp streamer wouldn't rip even in a strong wind. Well, then, how will they go about raising the carp streamer?

 Notes to the teacher:

This is an excellent slide depicting modern technology and tradition. This coexistence of modern technology and tradition is an important concept in the study of Japan. You may want to ask students about other ways they may think

these types of wind tunnels are used.

SLIDE #14

Suggested questions:

- How are people cooperating?
- What kinds of equipment do you see?
- How do you think the equipment will be used?
- Does this look like a big event? What makes you think so?

Translation:

Today is Children's Day. This time it was decided to raise the carp streamer from the bank of a dry river bed. From early morning, the place was filled with the townspeople. In order to raise the carp streamer, the carp's head was spread out first. A crane was used. The carp streamer was tied to the crane and pulled up. Taku's small carp streamer was also tied under it. This time the carp streamer would be raised as carefully as possible.



Notes to the teacher:

Point out the ways people are cooperating. Try to get students to talk about why it appears that the raising of this carp streamer seems to be such a major event (e.g., balloons, large crowd, cameras, movie camera).

SLIDE #15

Suggested questions:

- What is happening in this slide?
- What do you think the men wearing helmets are looking at?
- What kinds of expressions do you see on people?
- What do you think the people are concerned about?
- Why do you think the man in the lower left is throwing grass in the air?

Translation:

Two carp streamers, facing towards the sky, were being hoisted. However, the wind wasn't blowing. The carp remained slack. Even though everyone was shouting, "Oh, no...oh, no!", they still tried as hard as they could.



Notes to the teacher:

Again, point out the use of modern technology in the efforts of the people to raise the carp streamer.

SLIDE #16

Suggested question:

- Why are the people so happy?

Translation:

After lunch, the wind finally started to blow. "Alright!" "Blow harder, wind!" As the carp streamer sucked in wind and filled its belly, the big tail began to flutter.

"It's flying! It's flying!" "Hurrah!" The jumbo carp streamer that everyone had made now swam gracefully in the May sky.

SLIDE #17

Suggested question:

What do these photographs tell you about the story?

Translation: This is a true story! Oh what a huge mouth on the carp streamer.



Notes to the teacher:

Using slide #17, have students discuss all four photographs. These photographs were taken during the actual construction and hoisting of the jumbo carp streamer. The flying of the carp streamer took place on May 5, 1988 in Kazo City, Saitama Prefecture. The arrow on the small map of Japan indicates where the city is located.

SLIDE #18



Notes to the teacher:

This slide illustrates the jumbo carp "swimming in the May sky." The space at the bottom is for the student's class and name. The price is also listed at 360 yen.

PROCEDURES (continued)

4. As a follow-up activity, issue one of the following assignments, suggested for grade levels K-3.

Kindergarten

Write a letter to parents informing them that their child has been studying about cooperation through a Japanese story of carp streamers. Have each child bring in something (e.g., a photograph, picture, art) to share with the class which s/he made or found that stresses cooperation. For example, the child may bring in an art project that s/he made cooperatively with his/her friends, siblings, or parents.

Another suggestion would be for students to draw a picture of how they would have hoisted such a huge carp streamer. Allow them to share their pictures on the next day.

Grade One

Have students write a paragraph about why they liked or disliked the story, *Oyoge Ooki na Koinobori*. The type of paragraph construction will depend on the teacher, but a suggested method would be for students to start their paragraph with the assertion or topic sentence, "I liked the book, *Oyoge Ooki na Koinobori*," or "I did not like the book, *Oyoge Ooki na Koinobori*." Next, students should support the assertion with two or three statements and end with a concluding statement like "I would like to learn more about Japan," or a question like "Would you like to read

this book?"

Grade Two

Have students write a paragraph about the story, *Oyoge Ooki na Koinobori*. The paragraph can focus on the plot, setting, characters, or theme of the story. Students should try and formulate their own assertions or topic sentences. For example:

- a. I enjoyed the story, *Oyoge Ooki na Koinobori*, because many people cooperated together.
- b. I learned many things about Japan in the story, *Oyoge Ooki na Koinobori*.
- c. I would like to be friends with Taku.
- d. There were sad and happy moments in the story, *Oyoge Ooki na Koinobori*.

Grade Three

Have students write a paragraph or more about one of the following topics:

- a. Describe which character(s) in the story you liked best and why.
- b. Describe the various ways characters in the story cooperated.
- c. Describe what you learned about Children's Day in Japan.
- d. Write about a project or event in which you cooperated with others.
- e. Describe how the feelings of the characters changed during the story.
- f. Describe which part of the plot you enjoyed the most (or least) and why.
- g. Describe how modern technology was used in the story.
- h. Write about the setting of the story. Focus on both place and time.
- i. In the story, the older man told the legend of the carp turning into a dragon which then flew into the sky. Write about a legend you know in which an animal or person turns into something else.

LESSON TWO

The Making of a Class Carp Streamer

Note: Before beginning Lesson Two, prepare the following:

- a. Using an overhead projector and overhead transparencies of the carp body outline (pages 19, 20), copy the carp body onto a large sheet of butcher paper. The carp streamer should be about eight to ten feet long. The carp streamer should be cut out by students during the lesson. This will serve as the base for the class carp streamer.
- b. Prepare two copies of the carp streamer's eyes (page 21), and two copies of the fins (page 22), and scales (page 23) for about fifteen to twenty students in the class.
- c. Make copies of the individual carp streamers (pages 24, 25) for each student.

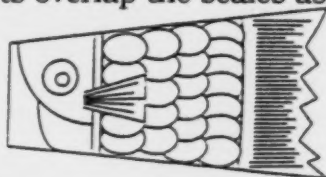
PROCEDURES

1. Allow students to discuss and share their homework. The teacher may also want to display their art work or paragraphs in the classroom.
2. Show students the outlines of the carp body, and tell them that they will be cooperatively making one class carp streamer.
3. Select students to do the following tasks:
 - two students to cut out the carp
 - two students to color the eyes
 - two students to color the fins
 - two students to design and color the head of the carp
 - two students to color the tail of the carp
 - fifteen to twenty students to color the scales

Note: Before students begin coloring, they should decide how to color the parts of the carp. The eyes, for example, should be the same on both sides of the carp. The students may also decide on patterns to color the scales. The teacher may want to explain "patterning" to students and give examples. For example, students may want to color every other scale the same as opposed to coloring all of the scales one color.

4. Have students glue the various parts of the carp onto the base of the class carp

streamer. Make sure students overlap the scales as shown in this diagram:



5. Display the class carp streamer on May 5th. The teacher may want to attach some string and hang it from a pole in the classroom.
6. As a follow-up activity, issue one of the following assignments, suggested for grade levels K-3.

Kindergarten

Assign the individual carp streamer for homework. Parents should be encouraged to assist if necessary. Students should bring their carp to class for sharing and display.

Grade One

Assign the individual carp streamer for homework. Students should bring their carp to class for sharing and display. Using some of the paragraph suggestions listed under Lesson One homework, have students write a paragraph describing their carp. For example, they may want to name their carp and describe its colors.

Grade Two

Assign the individual carp streamer for homework. Have students write a story beginning with one of the following story starters:

- a. If my carp could magically turn into another animal or person...
- b. If I were a magical carp...
- c. If I could grow up to be strong like a carp...

Grade Three

Assign the individual carp streamer for homework. Have students write a paragraph or two about whether or not they think there should be a Children's Day in the United States. After all, there is a Father's Day and Mother's Day. Some questions for students to consider might be:

- a. Children's Day in Japan is a national holiday. If Children's Day were recognized in the United States, should it be a national holiday like New Year's Day and Thanksgiving?
- b. What sorts of festivities or activities would you recommend for a Children's Day in the United States (e.g., gifts, parties, special food)?
- c. Should your school have a special program/event for a Children's Day in the United States? If so, what?
- d. Would you like to display something like a carp streamer on a Children's Day in the United States?

LESSON THREE

School Sports Festivals

Note: Before beginning this lesson, prepare the slide projector, slides #19-32, and the screen.

PROCEDURES

1. Allow students to share their homework. The teacher may also want to display their carp and/or writing in the classroom.
2. Inform students that they will be viewing slides from a Japanese elementary school's sports festival. These sports festivals are held once a year at most elementary, junior high, and high school in Japan. School teams participate in various events which involve a high degree of cooperation.
3. Show slides #19-32 using the suggested questions from the slide script which follows. Notes to the teacher are also included for each slide.

SLIDE #19

Suggested questions:

What do you think the students are doing here?

What do you notice about their clothes?

Notes to the teacher:

Many days are spent preparing for the annual sports festival, which usually takes place around October 10, Sports Day, a national holiday in Japan. Sports festivals promote the health of the people, both mentally and physically. Teachers, students, staff, and parents cooperate in the preparation. The different colored caps distinguish the school teams.

SLIDE #20

Suggested question:

Who do you think these people are?

Notes to the teacher:

Young and old alike come to see the sports festivals at schools. Canopies are sometimes set up for shade. Sports festivals are a very popular time for taking pictures and movies.

Slide #21

Suggested questions:

What do you see in this slide?

What kinds of instruments do you see?



Notes to the teacher:

Students usually march onto the athletic field first, playing instruments, which they have practiced diligently before the sports festival. They are followed by other students in the school.

SLIDE #22

Suggested questions:

What do you think these students are doing?

What do you see hanging from ropes at the athletic field?



Notes to the teacher:

Before the competition, students do warm-up exercises which consist of stretching and proper breathing. Students of all ages usually begin their school day with warm-up exercises called *rajio taisoo* (radio exercises). These radio exercises are broadcasted daily throughout Japan and many people at work, in schools, and at home perform these exercises together early in the morning. Radio exercises became very popular after World War II, and the purpose of the exercises was not only for the promotion of health but also to instill a spirit of harmony and cooperation among the people of Japan. Athletic fields are often decorated in preparation for the sports festival. In this slide, flags from around the world are strung from ropes.

SLIDE #23

Suggested question:

What do you think these students are doing?



Notes to the teacher:

Students assist in almost every phase of the sports festival. In this slide, upper elementary students are announcing the upcoming events.

SLIDE #24

Suggested question:

Do you recognize this game?



Notes to the teacher:

This is tug-of-war, and it is one of the most popular events of the sports festival.

SLIDE #25

Suggested questions:

What are these students doing?

Do you think cooperation is important in this activity? Why?



Notes to the teacher:

The four students on each team wear long wooden clogs on their feet. They have to

coordinate their leg movements in order to move forward.

SLIDE #26

Suggested question:

What do you think these students are doing?



Notes to the teacher:

The three students lifting the student with the hat represent a horse. The object of the game is for teams to try and knock the hat off of the opposing teams' "riders" or to try and knock the opposing teams' "riders" off the "horses." Surprisingly, there are usually no injuries.

SLIDE #27

Suggested questions:

What are the students doing in this slide?

Have you ever been in a running race?



Notes to the teacher:

All students participate in individual or relay running races. Principals, teachers, other school staff, and parents also play some of the games at the sports festival.

SLIDE #28

Suggested questions:

What are these students carrying?

Why is it important for these students to cooperate?



Notes to the teacher:

This is a palanquin race. Palanquins were used to transport people long ago in Japan.

SLIDE #29

Suggested questions:

What kind of contest do you think this is?

How do these students have to cooperate?

What could happen if one student stopped and the others kept running?



Notes to the teacher:

The four students on each team are holding poles and running together. They really have to coordinate their efforts in order to successfully run around designated posts.

SLIDE #30

Suggested question:

What does this look like to you?



Notes to the teacher:

Students may be reminded of cheerleaders because of the pompoms. Actually, these students are performing a non-competitive demonstration. It is important to point out to students that not all events at Japanese sports festivals are competitive, and that competitive or not, cooperation is highly encouraged and important.

SLIDE #31

Suggested question:

What kind of ceremony do you think this is?



Notes to the teacher:

Representatives from all of the teams receive awards and recognition for their accomplishments. This is a very important ceremony and students can be seen lined up in an orderly way.

SLIDE #32

Suggested question:

Where do you think these students are going?



Notes to the teacher:

Following the sports festival, these students are going home after a very long, exciting day.

PROCEDURES (continued)

4. As a follow-up activity, teachers may want to try some of the games depicted in the slides. Following the games, ask: Which of their behaviors helped the cooperative process? Which ones didn't? What are some of the differences between cooperation and competition?
5. As another follow-up activity, issue one of the following assignments, suggested for grade levels K-3.

Kindergarten

Have students draw a picture of their favorite game or sport. Students should also be prepared to share how cooperation is important in playing this game or sport.

Grade One

Have students write a paragraph about their favorite game or sport. Students should include at least one sentence that focuses on the importance of cooperation in their favorite game or sport.

Grade Two

Have students write a paragraph or two about the Japanese sports festival or about one or more of the games or events in the slides. Some questions to

consider might be:

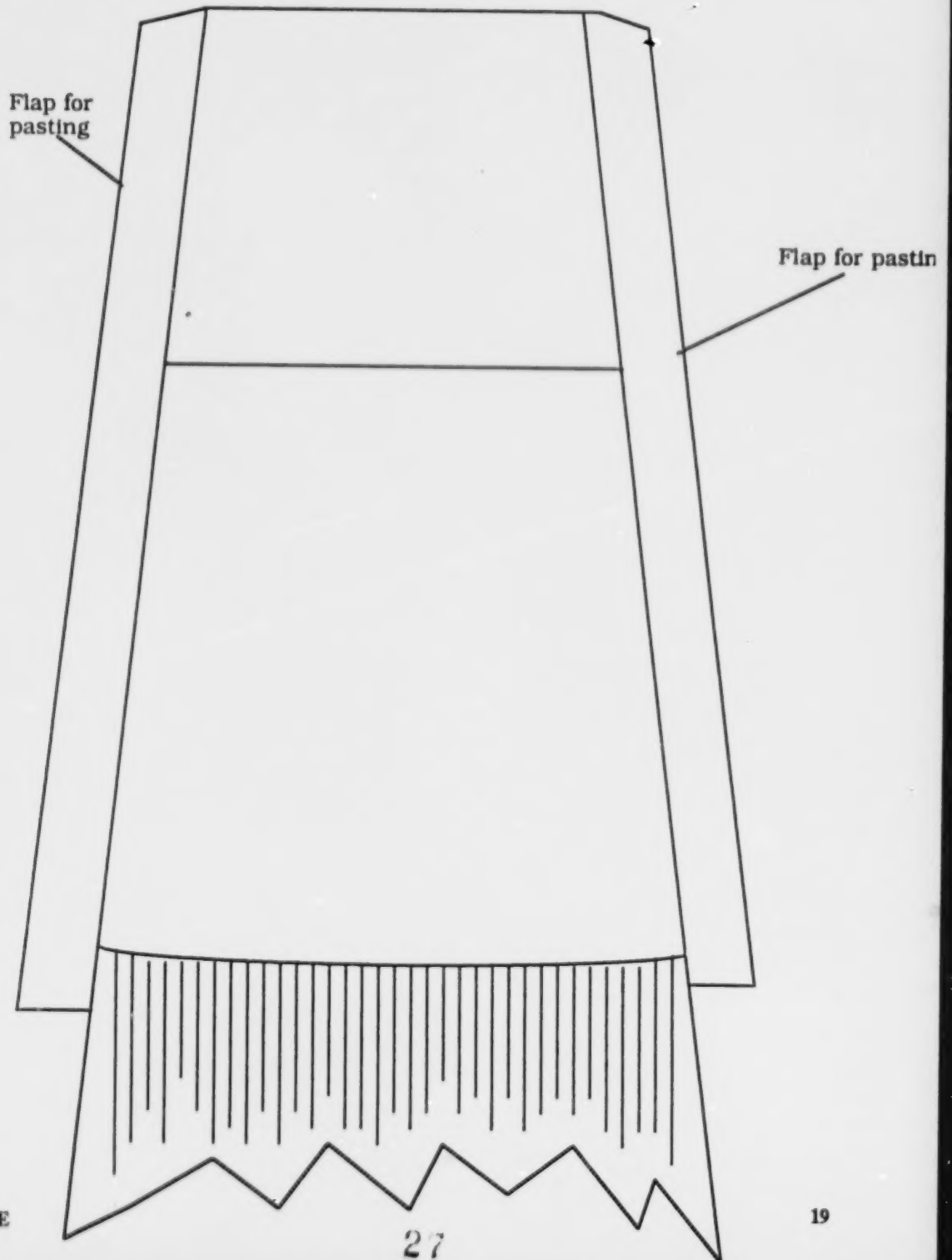
- a. Which game or event would you like to learn?
- b. What part of the sports festival did you like best (or least) and why?
- c. How were people cooperating at the sports festival?
- d. Have you ever played a game similar to the ones shown in the slides? If so, describe the game and the time you played it.

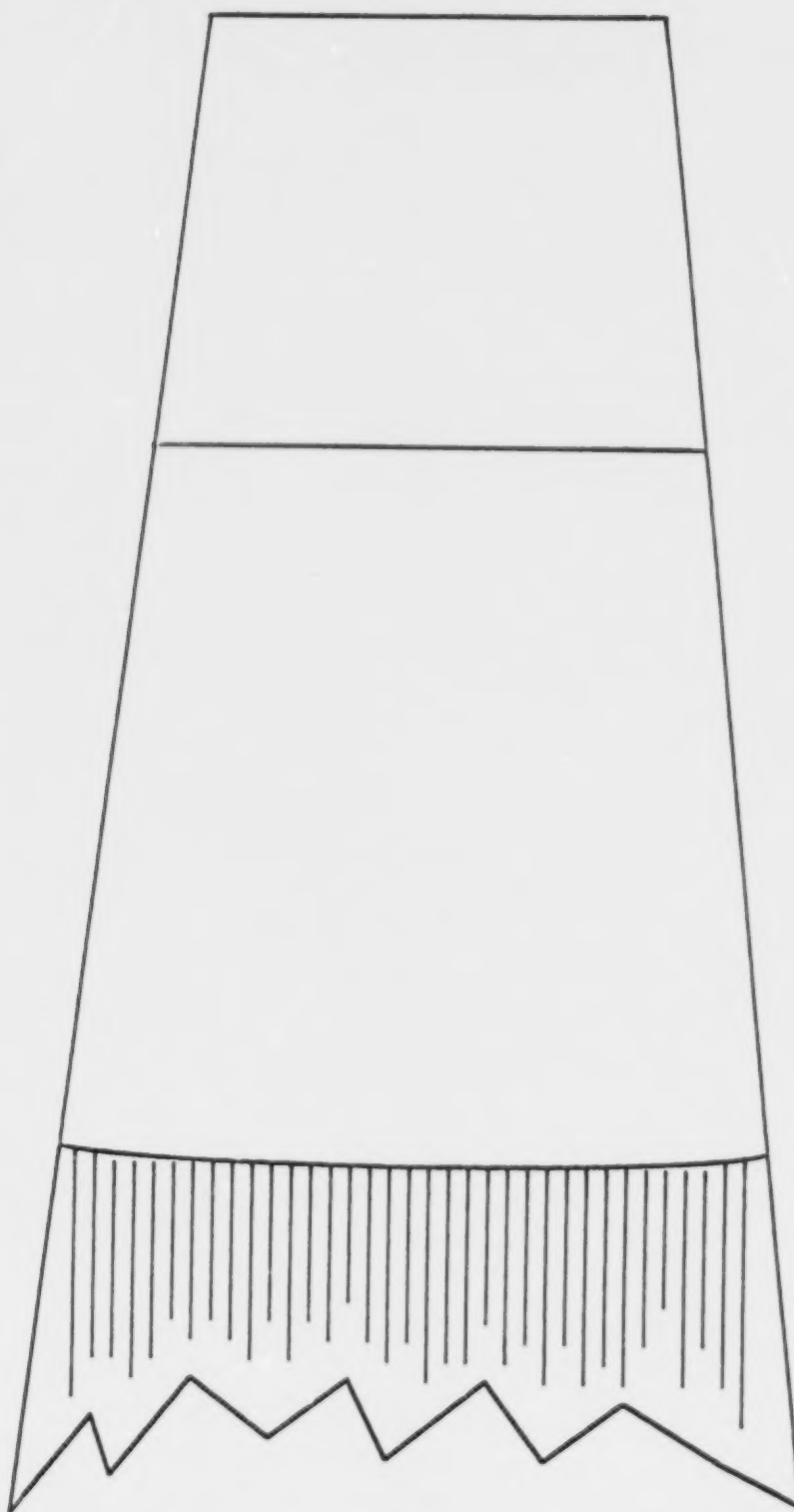
Grade Three

Have students write about whether or not they think there should be a sports festival in their school. If there already is a sports festival in their school, students can describe it. Suggested questions for having a sports festival might be:

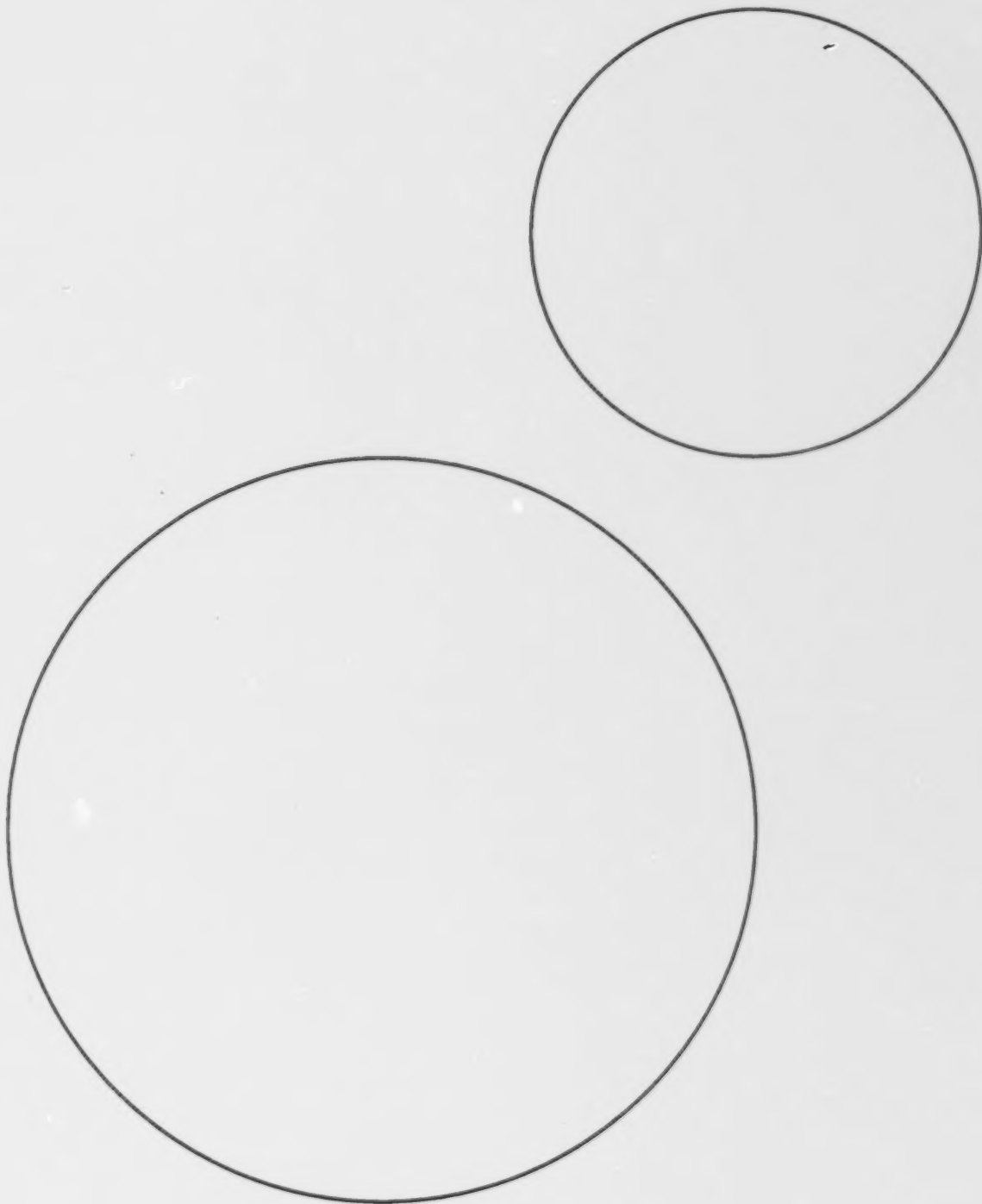
- a. Should all grade levels participate?
- b. Should all of the games and events be competitive?
- c. Should there be prizes?
- d. Who should be invited to be in the audience?
- e. Should teachers and the principal be allowed to compete?
- f. What games or events would you suggest for the sports festival?
- g. Should girls and boys participate in the same events?

Teacher Directions: Make overhead transparencies of both carp body outlines. Enlarge to 8 to 10 feet in length by using an overhead projection of both transparencies onto a large piece of butcher paper. Copy the carp body outlines onto the butcher paper using a black marker.

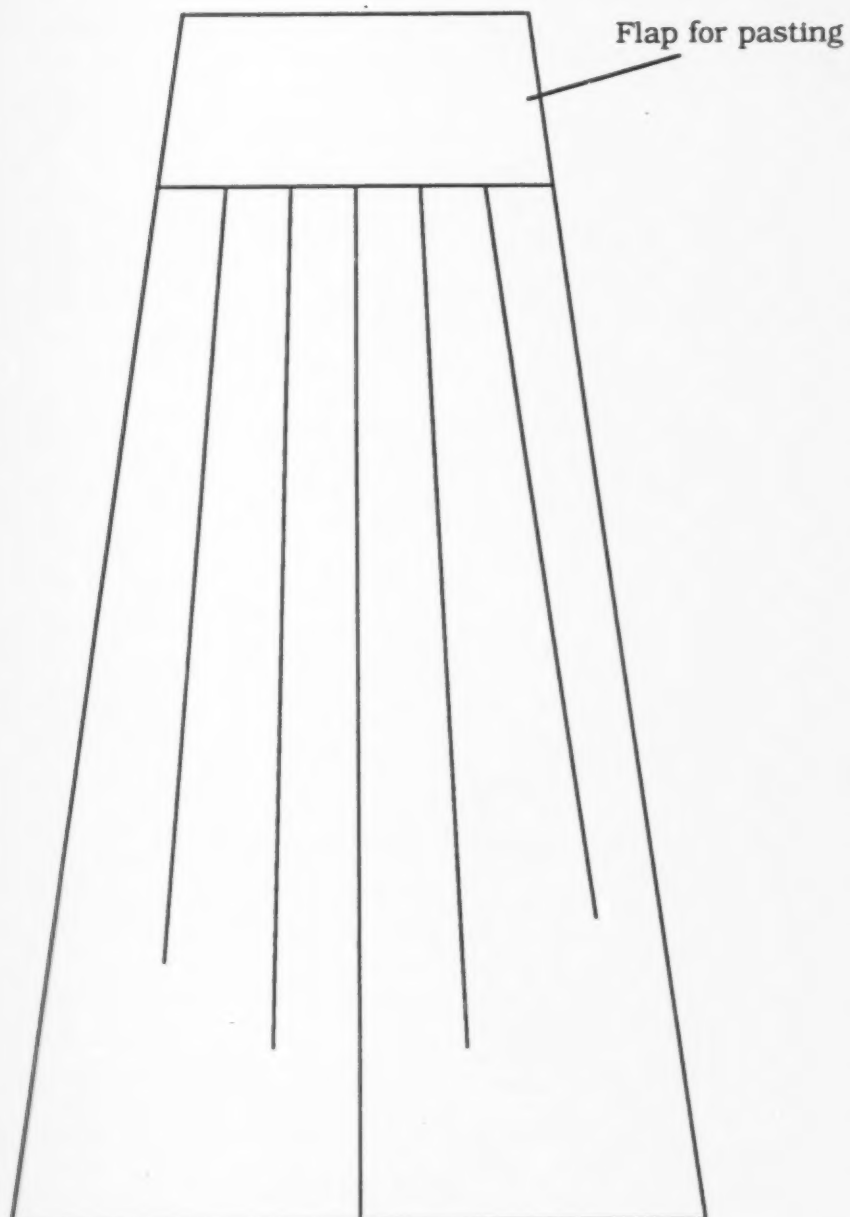




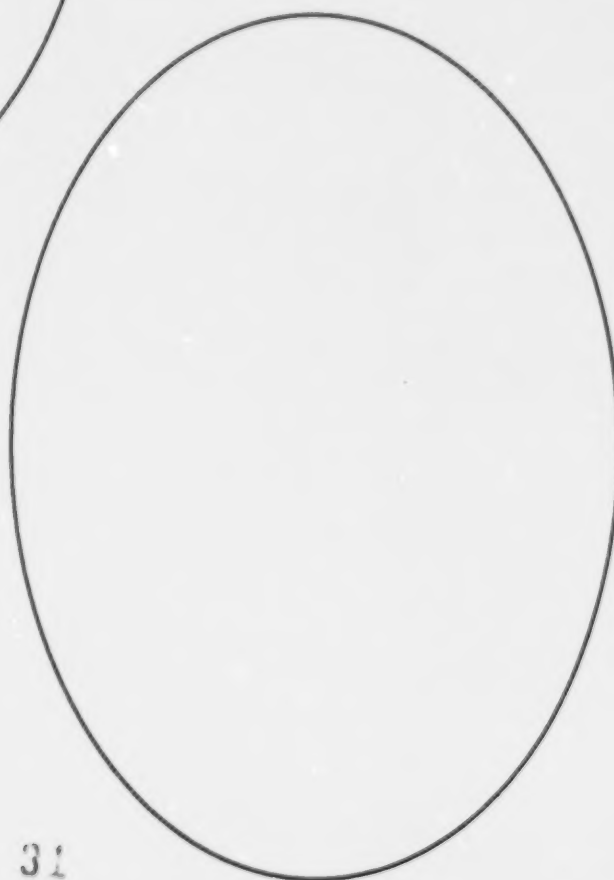
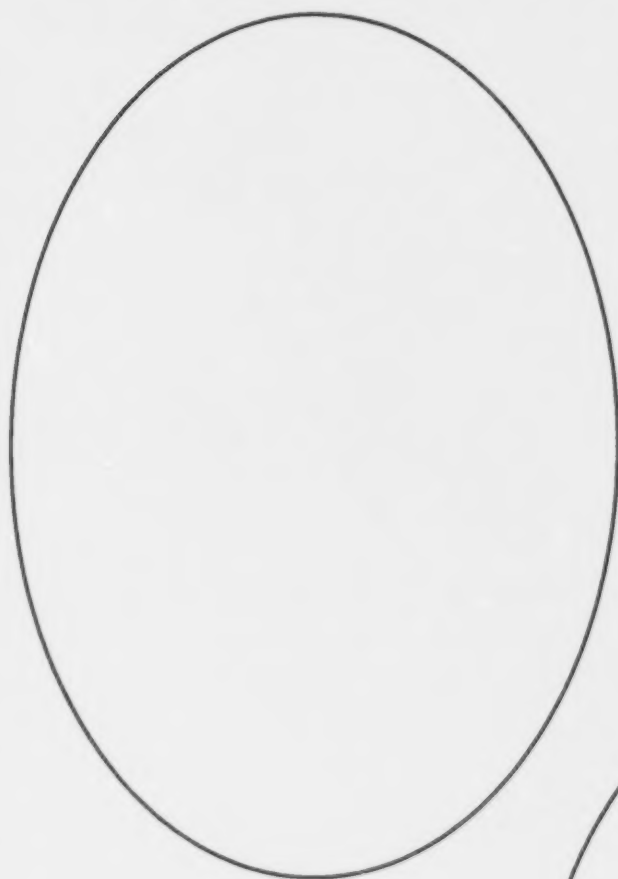
Teacher Directions: Make two copies of the eye pattern. The smaller circles are the pupils. Students should glue the smaller circles onto the larger ones.



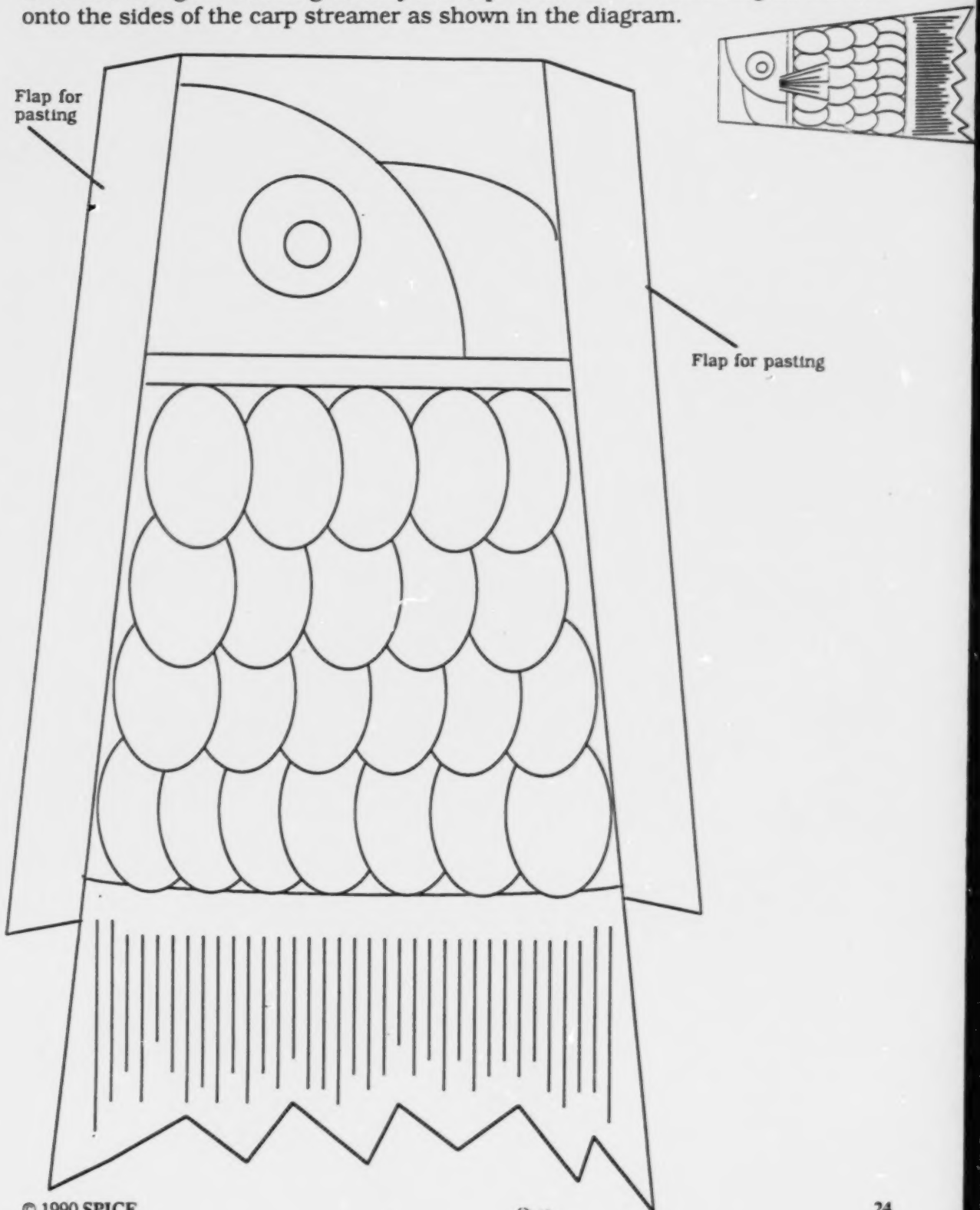
Teacher Directions: Make two copies of the fin. Have students glue the fins to the sides of the carp streamer.

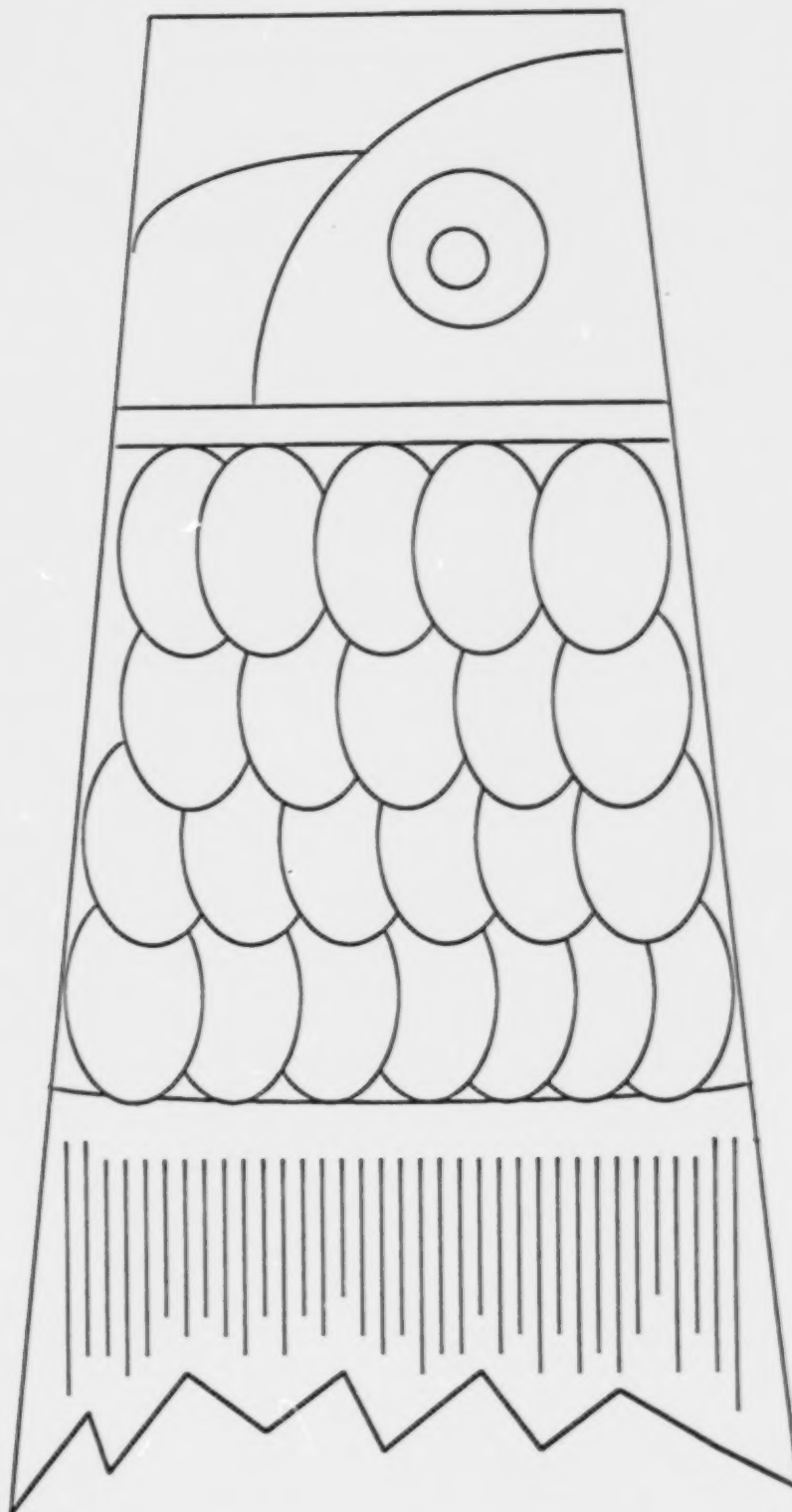


Teacher Directions: Make copies of the scales for about fifteen to twenty students in the class.

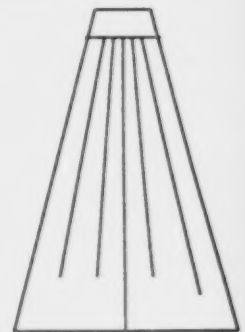


Student Directions: Color your carp streamer. Cut out both sides of the carp streamer and glue them together by the flaps. Cut out the fins and glue the fins onto the sides of the carp streamer as shown in the diagram.





Fins



Japanese Pronunciation Guide

In pronouncing Japanese, each syllable receives approximately equal stress and time. There are five vowel sounds in the Japanese language:

a	sounds approximately like "ah"	as in "father"
i	sounds approximately like "ee"	as in "pizza"
u	sounds approximately like "oo"	as in "flu"
e	sounds approximately like "eh"	as in "pet"
o	sounds approximately like "oh"	as in "hope"

The consonants in the Japanese language have the following approximate pronunciations:

b	as in <i>ball</i>	
ch	as in <i>chair</i>	
d	as in <i>duck</i>	
f	between <i>food</i> and <i>hood</i>	
g	as in <i>goat</i>	
h	as in <i>ham</i>	
j	as in <i>jam</i>	
k	as in <i>kite</i>	
m	as in <i>mitten</i>	
n	as in <i>nest</i>	
p	as in <i>pig</i>	t as in <i>turtle</i>
r	between <i>rain</i> and <i>lain</i>	w as in <i>wagon</i>
s	as in <i>sun</i>	y as in <i>yellow</i>
sh	as in <i>ship</i>	z as in <i>zebra</i>

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